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Mathematics

Module 7

Numbers Big and Small

Home Instructor's Guide: Days 1–9
and
Assignment Booklet 7A



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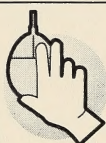
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Grade Two Mathematics
Module 7: Numbers Big and Small
Home Instructor's Guide: Days 1–9 and Assignment Booklet 7A
Learning Technologies Branch
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|-------------------------------|---|
| Students | |
| Teachers | ✓ |
| Administrators | |
| Home Instructors | ✓ |
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| Other | |



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Module 7: Numbers Big and Small

Introduction

This module focuses on counting to 1000 by 2s, 5s, and 10s; counting to 100 by 25s; and demonstrating multiplication and division by using manipulatives and by drawing.

Whenever possible, have the student count items by 2s, 5s, 10s, and 25s. Ask the student to think of ways of counting large numbers of items (grouping and counting by 2s, 5s, or 10s), such as pasta in a bag, popcorn kernels, or sunflower seeds.

To reinforce multiplication and division, provide the student with daily opportunities for sharing equally (dividing candies among two or more people, sharing packages of juice, and so on). Have the student notice how some packages contain the same number of items (toilet paper, paper towels, light bulbs, juice boxes, and so on). When you buy two or more packages of the same item, have the student say how many there are in total.

Encourage the student to work on all the Extension Activities.

Materials You Need

- manipulatives in the student's Math Box
- ten paper cups
- an egg carton
- base ten blocks
- number cards from Module 1
- materials in the Appendix (cut out and have ready to use before the lesson, in the Student Folder)
 - hundreds flats
 - place-value charts
 - paper play money

Daily Summary

Read each day's summary and familiarize yourself with the lessons before instructing the student. Some days may be a continuation of the previous day.

If there is time remaining in a math class, have the student do the Extension Activities.

Day 1

This is a review of Module 5.

Answers

1. a. minutes b. hours c. minutes d. hours
2. 60
3. 24
4. a. less b. more c. less
5. 180 minutes
There are 60 minutes in one hour. So, there are 180 minutes in three hours.
6. 48 hours
There are 24 hours in one day. So there are 48 hours in two days.
7.

| | | | |
|---|----|----|---|
| 5 | 12 | 11 | 1 |
| 4 | 10 | 8 | 9 |
| 6 | 7 | 3 | 2 |

8. December

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

- a. Wednesday d. Monday g. 13th i. 22nd
 b. Monday e. Wednesday h. 4th j. 17th
 c. Tuesday f. Sunday

9. a. 12 12 6 30

There are 12 months in one year. So, there are 24 months in two years, plus 6 months equals 30 months.

7 7 7 2 23

b.

There are 7 days in one week. So, there are 21 days in three weeks, plus 2 days equals 23 days.

10. a. triangle, triangle, arrow

b. Accept any pictures that show an AAB pattern, such as two apples and an orange.

c. Accept any sounds that show an AAB pattern, such as clap, clap, snap.

d. Accept any actions that show an AAB pattern, such as hop, hop, sit.

11. a. 

b. diamond, one square, diamond, two squares, diamond, three squares
One square is added after each diamond.

12. a. ○ ◐ ◑ ◒ ◓ ◔ ◕ ◖ (example)

b. ○ ○ ○ ○ ○ ○ ○ ○ ◐ ◑ ◒

c. ○ ○ ○ ○ ○ ○ ◐ ◑

d. ○ ○ ○ ◐ ◑ ◒ ◓ ◔ ◕ ◖ ◗ ◘ ◙ ◚

13. a. Circle the M. Here's how the pattern looks:

a b C D e f G H i j K L m n O P q r

b. Circle the last jump. Here's how the pattern should look:

hop jump skip hop hop jump jump skip skip hop hop hop jump jump jump skip skip skip

c. Circle the fifth group of arrows. Here's how the pattern should look:

☆ ↑ ☆ ↑ ↑ ☆ ↑ ↑ ↑ ☆ ↑ ↑ ↑ ↑ ☆ ↑ ↑ ↑ ↑ ↑ ☆ ↑ ↑ ↑ ↑ ↑

14. a. 15, 20, 25, 45 b. 76, 74, 72, 70 c. 20, 30, 70, 80 d. 15, 18, 21, 24

15. a. add 10 b. subtract 8 c. add 7

16. The student draws 16 marbles for week 4, 20 marbles for week 5, and 24 marbles for week 6. Mustafa will have 24 marbles in the sixth week.

17. a. 24, 28, 32, 36, 40

b. 44, 56, 76, 80

c. When you keep adding by 4, these are the numbers that appear.

d. $+ 3 = = = =$

e. Accept any of these numbers: 42, 45, 48, 51, 54, 57.

f. Accept any of these numbers: 52, 53, 55, 56, 58, 59, 61, 62, 64, 65, 67, 68.

Day 2

The student is introduced to hundreds. You will need the base ten blocks.

Day 2: Lesson 2

This is a review of place value (tens and ones). Have the student show the numbers on the place-value chart. The number 99 is represented on the place-value chart as nine rods in the tens column and nine cubes in the ones column; the number 38 is represented as three rods in the tens column, and eight cubes in the ones column; and so on. Review place value with the student if he or she is having difficulty. Each cube equals 1; one rod equals 10; and ten rods equal 100.

Answers

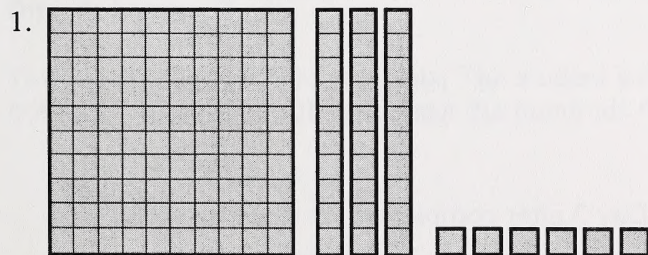
- | | | |
|-------|-------|-------|
| 1. 73 | 3. 18 | 5. 39 |
| 2. 41 | 4. 86 | 6. 54 |

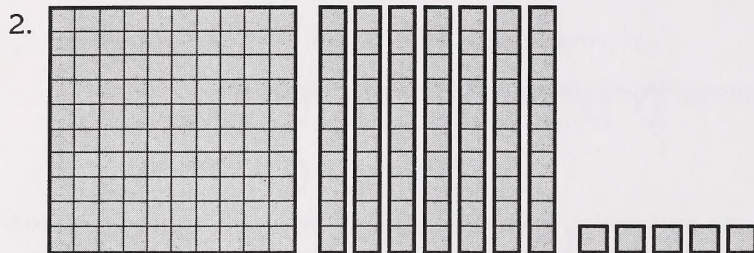
Day 2: Lesson 3

In this lesson, the student learns about the value of hundreds in the place-value chart. Place the rods and cubes next to the hundreds flat. For the number 100, show no cubes and no rods. Tell the student that means there are no ones or tens. The number reads as one hundred. That means there is one hundred, no tens, and no ones.

Count out 125 items of a manipulative for the student to group into tens. Have the student count out 12 groups of ten. Tell the student that ten ones are grouped to make one ten and ten tens are grouped to make one hundred.

Answers





Day 3

Day 3: Lesson 1

The student learns that there are three ways of showing a number.

Help the student with the three ways of showing 174 with the base ten blocks. In the first way, show 17 rods in a group and 4 cubes. In the second way, put 10 rods in a group, 7 rods in another group, then 4 cubes. In the third way, show the hundreds flat, 7 rods, and 4 cubes.

Day 3: Lesson 2

In this lesson, the focus is on showing 0 in the tens place. Place the hundreds flat and the cubes next to it on the student's desk. Take turns showing the numbers 101 to 109 with the base ten blocks. Ensure the student understands that 0 shows there are no tens. Have the student use the hundreds flats and unit cubes to show each of the numbers.

Answers

1. Check to make sure the student is able to represent each number using the hundreds flats, tens rods, and base ten blocks.
2.

| | |
|----------------------------|----------------------------|
| a. 102, 103, 104, 105, 106 | d. 196, 197, 198, 199, 200 |
| b. 130, 131, 132, 133, 134 | e. 168, 169, 170, 171, 172 |
| c. 147, 148, 149, 150, 151 | |

Have the student do the assignment for Day 3 after completing the day's lessons.

Day 4










The student learns the place value of hundreds.

Day 4: Lesson 1

The student will be entering hundreds in the calculator. Check the student's answers for accuracy. Have the student make the appropriate numbers using the flats.

Answers

1. a. 300 c. 500 e. 700 g. 900
b. 400 d. 600 f. 800 h. 1000

2. a. 
- b. 
- c. 
- d. 
- e. 
- f. 
- g. 
- h. 
- i. 

Day 4: Lesson 2

You will need all 10 hundreds flats. The student will be learning to count to 1000. If you do not have ten hundreds flats, cut out the hundreds flats in the Appendix.

Answers

2. 467

| Hundreds | Tens | Ones |
|----------|------|------|
| 4 | 6 | 7 |

3. 731

| Hundreds | Tens | Ones |
|----------|------|------|
| 7 | 3 | 1 |

4. 388

| Hundreds | Tens | Ones |
|----------|------|------|
| 3 | 8 | 8 |

5. 950

| Hundreds | Tens | Ones |
|----------|------|------|
| 9 | 5 | 0 |

6. 1000

| Hundreds | Tens | Ones |
|----------|------|------|
| 10 | 0 | 0 |

7. 707

| Hundreds | Tens | Ones |
|----------|------|------|
| 7 | 0 | 7 |

8. 815

| Hundreds | Tens | Ones |
|----------|------|------|
| 8 | 1 | 5 |

Day 4

Lesson 3

The student makes numbers with the flats, rods, and cubes. Check for correctness. Ensure the numbers are in the correct columns in the place-value charts.

Answers

- | | |
|----------------------------|-----------------------------|
| 1. 311, 312, 313, 314, 315 | 9. 996, 997, 998, 999, 1000 |
| 2. 753, 754, 755, 756, 757 | 10. 399, 400, 401, 402, 403 |
| 3. 892, 893, 894, 895, 896 | 11. 186, 187, 188, 189, 190 |
| 4. 466, 467, 468, 469, 470 | 12. 410, 411, 412, 413, 414 |
| 5. 119, 120, 121, 122, 123 | 13. 618, 619, 620, 621, 622 |
| 6. 671, 672, 673, 674, 675 | 14. 856, 857, 858, 859, 860 |
| 7. 204, 205, 206, 207, 208 | 15. 235, 236, 237, 238, 239 |
| 8. 581, 582, 583, 584, 585 | |

Day 5

The student learns to count by 2s to 1000.

Day 5: Lesson 1

Think of fun things the student can do while counting out loud, such as skipping, clapping, or counting items in a collection.

Day 5: Lesson 2

This is a review of counting by 2s to 100. Review even numbers with the student. An even number can be divided into two equal parts and ends in 2, 4, 6, 8, or 0.

Answers

- 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100
- 100

Day 5: Lesson 3

The student learns that numbers remain even when counting by 2s after 100.
Have the student skip count by twos on the calculator.

Answers

1. 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140
2. a. yes b. no c. no d. yes e. no f. yes g. no h. yes
3. a. 356, 358, 360, 362, 364 d. 950, 952, 954, 956, 958
 b. 284, 286, 288, 290, 292 e. 432, 434, 436, 438, 440
 c. 798, 800, 802, 804, 806 f. 566, 568, 570, 572, 574

4.

| | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|
| 648 | 650 | 652 | 654 | 656 | 658 | 660 | 662 |
| 664 | 666 | 668 | 670 | 672 | 674 | 676 | 678 |
| 680 | 682 | 684 | 686 | 688 | 690 | 692 | 694 |
| 696 | 698 | 700 | 702 | 704 | 706 | 708 | 710 |
| 712 | 714 | 716 | 718 | 720 | 722 | 724 | 726 |
| 728 | 730 | 732 | 734 | 736 | 738 | 740 | 742 |

Have the student do the assignment for Day 5 after completing the day's lessons.

Day 6

The student learns to count by 5s to 1000.

Day 6: Lesson 2

The student skip counts by 5s to 100 using nickels. Guide the student through counting by 5s to 1000.

Answers

1. 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100

2. 110, 115, 120, 125, 130, 135, 140, 145, 150, 155, 160, 165, 170, 175, 180, 185, 190, 195, 200
3. 205, 210, 215, 220, 225, 230, 235, 240, 245, 250, 255, 260, 265, 270, 275, 280, 285, 290, 295, 300
4. 705, 710, 715, 720, 725, 730, 735, 740, 745, 750, 755, 760, 765, 770, 775, 780, 785, 790, 795, 800
5. 905, 910, 915, 920, 925, 930, 935, 940, 945, 950, 955, 960, 965, 970, 975, 980, 985, 990, 995, 1000

Day 6: Lesson 3

Have the student skip count by fives on the calculator.

Answers

1. a. 320, 325, 330, 335 c. 985, 990, 995, 1000
b. 745, 750, 755, 760 d. 570, 575, 580, 585
2. a. no b. yes c. no d. no e. no f. yes g. yes h. no
3. a. 360, 365, 370, 375, 380 d. 950, 955, 960, 965, 970
b. 285, 290, 295, 300, 305 e. 435, 440, 445, 450, 455
c. 800, 805, 810, 815, 820 f. 565, 570, 575, 580, 585

4.

| | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|
| 650 | 655 | 660 | 665 | 670 | 675 | 680 | 685 |
| 690 | 695 | 700 | 705 | 710 | 715 | 720 | 725 |
| 730 | 735 | 740 | 745 | 750 | 755 | 760 | 765 |
| 770 | 775 | 780 | 785 | 790 | 795 | 800 | 805 |
| 810 | 815 | 820 | 825 | 830 | 835 | 840 | 845 |
| 850 | 855 | 860 | 865 | 870 | 875 | 880 | 885 |

Have the student do the assignment for Day 6 after completing the day's lessons.

Day 7

The student learns to count by 10s to 1000.

Day 7: Lesson 2

Have the student count by tens with the dimes. Guide the student through counting by 10s to 1000.

Answers

1. 20, 30, 40, 50, 60, 70, 80, 90, 100
2. 110, 120, 130, 140, 150, 160, 170, 180, 190, 200
3. 210, 220, 230, 240, 250, 260, 270, 280, 290, 300
4. 510, 520, 530, 540, 550, 560, 570, 580, 590, 600
5. 910, 920, 930, 940, 950, 960, 970, 980, 990, 1000

Day 7: Lesson 3

In this lesson, the student will see how 10 tens make up 100 in a linking train, and how 10 rods form a square. The square represents the number 100, and forming the ten rods into a square will reinforce this concept.

1. a. 620, 630, 640, 650 c. 970, 980, 990, 1000
b. 890, 900, 910, 920 d. 550, 560, 570, 580
2. a. no b. yes c. yes d. no e. yes f. no g. yes h. no
3. a. 350, 360, 370, 380, 390 d. 940, 950, 960, 970, 980
b. 280, 290, 300, 310, 320 e. 420, 430, 440, 450, 460
c. 800, 810, 820, 830, 840 f. 560, 570, 580, 590, 600

4.

| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |
| 110 | 120 | 130 | 140 | 150 | 160 | 170 | 180 | 190 | 200 |
| 210 | 220 | 230 | 240 | 250 | 260 | 270 | 280 | 290 | 300 |
| 310 | 320 | 330 | 340 | 350 | 360 | 370 | 380 | 390 | 400 |
| 410 | 420 | 430 | 440 | 450 | 460 | 470 | 480 | 490 | 500 |
| 510 | 520 | 530 | 540 | 550 | 560 | 570 | 580 | 590 | 600 |
| 610 | 620 | 630 | 640 | 650 | 660 | 670 | 680 | 690 | 700 |
| 710 | 720 | 730 | 740 | 750 | 760 | 770 | 780 | 790 | 800 |
| 810 | 820 | 830 | 840 | 850 | 860 | 870 | 880 | 890 | 900 |
| 910 | 920 | 930 | 940 | 950 | 960 | 970 | 980 | 990 | 1000 |

Have the student do the assignment for Day 7 after completing the day's lessons.

Day 8

The student learns to count by 25s to 100.

Day 8: Lesson 2

Guide the student through the procedure of finding the worth of one, two, three, and four quarters.

Have the student do the assignment for Day 8 after completing the day's lessons.

Day 8: Lesson 3

Answers

- 50, 75, 100
 - 100
 - 75, 100
 - 50, 75, 100
- 50
 - 100
 - 25
 - 75

There are extension activities for Days 4 to 8.

Day 9

This is an introduction to the concept of multiplication.

Day 9: Lesson 1

The student learns about finding the total number of items in equal groups of two. The groups are equal because each group has the same number of items in it. For example, to solve the number of ears on ten elephants, there are ten groups of 2s. (Each elephant has two ears.)

Day 9: Lesson 2

Help the student come up with a story problem of his or her own to solve using one of the groups of two he or she listed. For example, a chicken coop has eight chickens. Each chicken has two legs. How many legs are in the coop? Have the student draw the eight chickens. Then have the student use counters as well by making eight groups of two in each.

When the student finishes the activities on Day 9, direct him or her to the Student Survey and Student Checklist in Assignment Booklet 7A. The student may work on these alone or with your help. Go over the responses and discuss them with the student. Give additional instruction as needed to any of the concepts the student has indicated he or she needs help with.

Ensure that you complete the Home Instructor's Evaluation Checklist and the Home Instructor's Feedback forms for Days 1 to 9. The Home Instructor's Feedback is to give any information you think may be helpful for the teacher to know.

Submit Assignment Booklet 7A for marking.

ASSIGNMENT BOOKLET 7A

Grade Two Mathematics

Module 7: Days 1–9

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Grading

Mathematics:

Neatness:

Date Assignment Booklet
Received:

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Grading Scale

- A** – Very Satisfactory
- B** – Satisfactory
- C** – Needs Attention
- D** – Unsatisfactory

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

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- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

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Module 7

Numbers Big and Small

Assignment Booklet 7A



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Grade Two Mathematics
Module 7: Numbers Big and Small
Assignment Booklet 7A
Learning Technologies Branch

| This document is intended for | |
|-------------------------------|---|
| Students | ✓ |
| Teachers | ✓ |
| Administrators | |
| Home Instructors | ✓ |
| General Public | |
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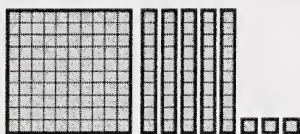
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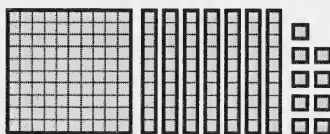
Print the number for each of these in the place-value charts.

1.



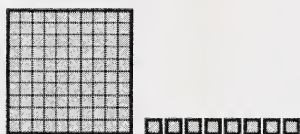
| hundreds | tens | ones |
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2.



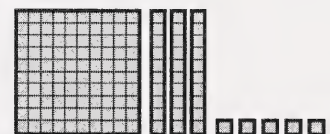
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3.



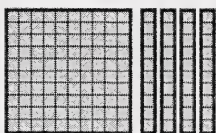
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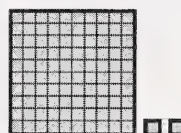
| hundreds | tens | ones |
|----------|------|------|
| | | |

5.



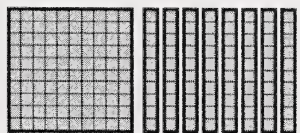
| hundreds | tens | ones |
|----------|------|------|
| | | |

6.



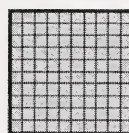
| hundreds | tens | ones |
|----------|------|------|
| | | |

7.



| hundreds | tens | ones |
|----------|------|------|
| | | |

8.



| hundreds | tens | ones |
|----------|------|------|
| | | |

Count by ones. Print the numbers that follow on the lines.

9. 169, _____, _____, _____, _____, _____

10. 182, _____, _____, _____, _____, _____

11. 128, _____, _____, _____, _____, _____

12. 102, _____, _____, _____, _____, _____

13. 147, _____, _____, _____, _____, _____

14. 134, _____, _____, _____, _____, _____

15. 113, _____, _____, _____, _____, _____

16. 170, _____, _____, _____, _____, _____

17. 155, _____, _____, _____, _____, _____

18. 194, _____, _____, _____, _____, _____

19. 176, _____, _____, _____, _____, _____

20. 187, _____, _____, _____, _____, _____

.....

Count by twos. Print the numbers that follow on the lines.

1. 712, _____, _____, _____, _____, _____

2. 350, _____, _____, _____, _____, _____

3. 604, _____, _____, _____, _____, _____

4. 196, _____, _____, _____, _____, _____

5. 848, _____, _____, _____, _____, _____

6. 266, _____, _____, _____, _____, _____

7. Count by twos to fill in the blanks in the chart.

| | | | | | | |
|------------|------------|--|------------|--|--|------------|
| 256 | | | | | | |
| | 272 | | | | | 282 |
| | | | | | | |
| 298 | | | | | | 310 |
| | | | 318 | | | |



Count by fives. Print the numbers that follow on the lines.

1. 850, _____, _____, _____, _____, _____

2. 635, _____, _____, _____, _____, _____

3. 700, _____, _____, _____, _____, _____

4. 280, _____, _____, _____, _____, _____

5. 455, _____, _____, _____, _____, _____

6. 375, _____, _____, _____, _____, _____

7. Count by fives to fill in the blanks in the chart.

| | | | | | | | | |
|------------|--|------------|------------|------------|--|--|------------|--|
| 295 | | | | | | | | |
| 340 | | | | | | | | |
| 385 | | | | 405 | | | | |
| | | | | 450 | | | | |
| | | | | | | | 510 | |
| | | | | | | | | |
| | | 575 | | | | | | |
| | | 620 | | | | | | |
| | | | | 675 | | | | |
| | | | 715 | | | | | |



Count by tens. Print the numbers that follow on the lines.

1. 760, _____, _____, _____, _____, _____

2. 610, _____, _____, _____, _____, _____

3. 290, _____, _____, _____, _____, _____

4. 430, _____, _____, _____, _____, _____

5. 550, _____, _____, _____, _____, _____

6. 820, _____, _____, _____, _____, _____

7. 950, _____, _____, _____, _____, _____

8. Count by tens to fill in the blanks in the chart.

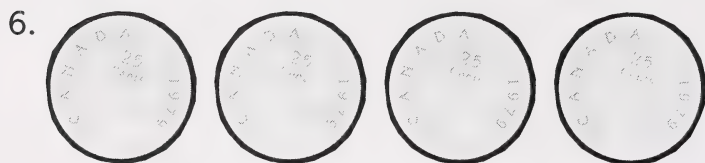
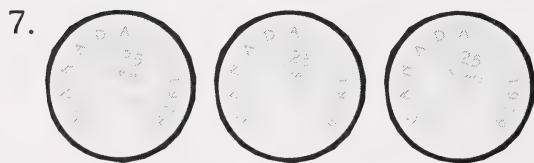
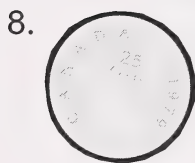
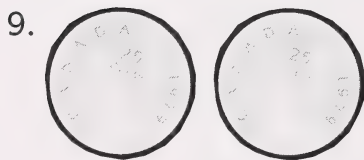
| | | | | | | | |
|------------|------------|------------|------------|--|------------|------------|------------|
| 200 | | | | | | 260 | |
| | | | 310 | | | | |
| | | | | | | | 430 |
| | | | | | 490 | | |
| | | 540 | | | | | |
| | 610 | | | | | | |



Count by 25s. Fill in the numbers in the blank spaces.

1. _____, 75, _____
2. 50, _____, _____
3. 25, _____, _____, _____
4. _____, _____, 100
5. 25, _____, 75

Count the quarters and print the value of each.

 ¢
 ¢
 ¢
 ¢

Student Checklist

Days 1 to 9

| I know how to . . . | Put a check mark beside the things you can do. |
|---|--|
| 1. count to 1000 by 1s, 2s, 5s, 10s, and to 100 by 25s | |
| 2. show equal groups with my manipulatives and in my pictures | |

Home Instructor's Evaluation Checklist

Days 1 to 9

| Specific Outcomes/ Concepts Learned The student . . . | Has the student mastered the concept (yes or no)? |
|---|--|
| 1. counts to 1000 by 1s, 2s, 5s, and 10s and to 100 by 25s using starting points that are multiples of 1, 2, 5, 10, and 25 respectively | |
| 2. demonstrates the processes of multiplication using manipulatives and diagrams | |

Student Survey

Days 1 to 9

Think about what you have learned in Days 1 to 9. Then answer these questions.

What did you find easy about Days 1 to 9?

List **three** things you learned about numbers in Days 1 to 9.

Assignment Booklet 7A

Is there something you would like to know more about?

Is there something you still need help with?

.....

